

## STUDENTS AND LECTURERS' PERSPECTIVES ON THE IMPORTANCE OF MOTIVATIONAL STRATEGY IN ENGLISH LANGUAGE TEACHING AND LEARNING PROCESS

A.A.A. Redi Pudyanti, P.K. Nitiasih, I W. Suarnajaya

English Education Study Program, English Post Graduate Program  
Ganesha University of Education  
Singaraja, Indonesia

e-mail: mylove\_redi@yahoo.com, nitiasihputukerti@yahoo.com, w\_suarna@yahoo.com

### Abstrak

Artikel ini mengenai pandangan mahasiswa dan dosen terhadap pentingnya strategi motivasi pada proses pembelajaran Bahasa Inggris, yang bertujuan untuk: (1) mengetahui pandangan mahasiswa tentang pentingnya strategi motivasi tertentu dalam proses belajar-mengajar bahasa Inggris; (2) pandangan dosen tentang pentingnya strategi motivasi tertentu dalam proses belajar-mengajar bahasa Inggris; (3) membandingkan pandangan mahasiswa dan dosen tentang pentingnya strategi motivasi tertentu dalam proses belajar-mengajar bahasa Inggris; (4) mengamati penerapan strategi motivasi yang diterapkan dosen dalam proses belajar-mengajar bahasa Inggris tentang pentingnya strategi motivasi tertentu dalam proses belajar-mengajar bahasa Inggris. Penelitian ini didasari oleh teori strategi memotivasi Dornyei (2001). Metode yang digunakan dalam penelitian ini adalah *explanatory mixed method design*. Berdasarkan analisis data kuantitatif, yang kemudian dikelompokkan berdasarkan rumus Nurkacana's (1992), hasil penelitian ini menunjukkan bahwa: dimensi menciptakan kondisi motivasi dasar dipandang penting oleh mahasiswa ( $\chi^I=4.22$ ) dan dosen ( $\chi^I=4.43$ ); dimensi membangkitkan motivasi awal dipandang penting oleh mahasiswa ( $\chi^{II}=3.82$ ) dan sangat penting oleh dosen ( $\chi^{II} = 4.70$ ); dimensi memelihara dan menjaga motivasi dipandang penting oleh mahasiswa ( $\chi^{III}=3.99$ ) dan sangat penting oleh dosen ( $\chi^{III}=4.54$ ), dimensi dan strategi evaluasi yang positif dipandang penting baik oleh mahasiswa ( $\chi^{IV}=3.61$ ) maupun dosen ( $\chi^{IV}=4.40$ ). Namun terdapat beberapa perbedaan pendapat mengenai penerapan strategi motivasi tertentu dalam masing-masing dimensi. Didalam penerapannya, dosen menerapkan sebagian besar strategi memotivasi pada keempat dimensi yang disarankan Dornyei, dan terdapat beberapa strategi yang belum diterapkan oleh para dosen.

Kata Kunci: strategi motivasi, pembelajaran bahasa Inggris, pembelajar dewasa, pandangan mahasiswa, pandangan dosen.

### Abstract

This article is concerned with the study on students and lecturers' perspectives on the importance of motivational strategy in English language teaching and learning process, which aims at investigating: (1) Students' perspectives on the importance of motivational strategies helping them in the foreign language teaching and learning process; (2) lecturers' perspectives on the importance of motivational strategies that should be applied in foreign language teaching and learning process; (3) The comparison between students and lecturers' perspectives on the importance of motivational strategies in foreign language teaching and learning process; (4) Lecturers' implementation of motivational strategies in the foreign language teaching and learning process. The motivational strategies used were based on Dornyei's theory (Dornyei, 2001), that consists of four important dimensions: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and creating positive evaluation. The data of this study were collected by means of some methods of data collections, such as: questionnaires, observation, and interview. There were two kinds of questionnaires used in this study: questionnaires for

students and questionnaires for lecturers, which were adapted and have been translated from Dornyei's (2001) theory on motivational strategies. Based on the quantitative data analysis, which was further categorized using Nurkacana's formula (1992), the result of this study revealed that: the dimension of creating basic motivational conditions is considered important for both students ( $\chi I=4.22$ ) and lecturers ( $\chi I=4.43$ ); the dimension of generating initial motivation is considered important for students ( $\chi II=3.82$ ) and very important for lecturers ( $\chi II=4.70$ ); the dimension of maintaining and protecting motivation is considered important for students ( $\chi III=3.99$ ) and very important for lecturers ( $\chi III=4.54$ ), and creating positive evaluation is considered important for both students ( $\chi IV=3.61$ ) and lecturers ( $\chi IV=4.40$ ). Moreover, there are some strategies proposed by Dornyei (2001) that were not applied by the lecturers.

Keywords: motivational strategy, English language learning, adult learner, students' perspectives, lecturers' perspectives.

## INTRODUCTION

It is world widely accepted that English is an international language. The current status of English as an international or global language is underpinned by its wide use in a range of fields such as politics, science and technology, education, information technology, international trade and industry (Lauder, 2008).

English language teaching and learning in Indonesia, as in many Asian countries, is taught and learned in schools and universities as a foreign language (EFL) rather than as a second language (L2). Since English in Indonesia is a foreign language, it means that learning process takes place mainly in classrooms (Liando, et al., 2005). Therefore, in order to have an optimal learning outcome, there must be an optimal teaching-learning process in the classroom. In relation with 'optimal' learning, many educators and researchers believe that motivation is demonstrated to be one of the main determinants of second language learning achievement in numerous studies (Oxford & Shearin, 1994). Further, Cohen and Dörnyei (2002) assert: "Motivation is often seen as the key learner variable because without it, nothing much happens". Moreover, In line with that thought, strategies in motivating learners are often explored as one of the essential variables for triggering learners' motivation. Since the importance of motivation is realized, it indeed becomes one of the most prominent researches in the area of L2 acquisition. (Oxford & Shearin, 1994).

Motivations and language learning have been centered on intrinsic and extrinsic motivation and integrative and instrumental motivations (Oxford & Shearin, 1994; Bradford, 2007). While in fact, as Dornyei (2001, p.13) states, pure theories of motivation are models that represent a single theoretical perspective largely ignoring research that follows different lines. They do not lend themselves to effective classroom application. Therefore research has shifted, in which from the 1990s, research on motivation for second (ESL) and foreign language (EFL) learning has evolved from focusing and describing the composition of students' motivation to a detailed list of practical suggestions in assisting teachers to boost their students' motivation (Cheng & Dornyei, 2007; Dornyei & Csizer, 1998; Dornyei, 2001; Williams & Burden, 1997).

However, most of the researches done were derived from second language learning context and arisen specifically from research in a western cultural context. It means that language is learnt in a location where that language is typically used as the main tool of everyday communication for most people (O'Sullivan, 2009). Therefore, the result of the study would probably not be applicable in the area of foreign language learning context like Indonesia.

Few studies of teachers' strategies to motivate language learners and keep them motivated have been conducted in the EFL context. However, most of them investigated students' motivation from either secondary or high schools (for

example Gorham & Christophel, 1992; Guilleaume & Dornyei, 2008). There are little empirical data that have been gathered for EFL adult learners or student-teachers in private university settings in provinces remote from the capital, such as the context of this study.

Moreover, most of the studies about motivational strategies are only seen from teachers' perspectives, including how teachers should handle certain classes using certain motivational strategies, how teachers can help to motivate many students with different characteristics, how teachers can motivate students personally, and many other motivational strategies on what proper strategy teachers think will work on certain problem (He, 2009). Many researches which only concern teachers' perspectives are in a probability of being the same or different from the students' perspectives which might result in a big misunderstanding between how teachers want to motivate their students and how students want to be motivated, which finally end with unmotivated students and unsuccessful learning.

The researches which concern students' perspectives of how they should be motivated are rarely executed. Therefore, the students' desire was rarely touched, since there was a little information on what the students really want and what motivational strategies they actually prefer. Banya & Cheng (1997) assert that "students' belief about foreign language learning is found to play an important role in influencing their motivation, attitude, motivational intensity, strategy use, anxiety, and language achievement". Learners' opinion on the importance of certain motivational strategy for them should be investigated, which further can be compared with teachers' perspectives to make a more effective teaching and learning process.

Therefore, in order to understand why students behave as they do, we need a detailed and most likely eclectic construct that represents multiple perspectives.

Consequently, this study aims at investigating students and lecturers' perspectives on motivational strategies, comparing their perspectives on

motivational strategies and observing the use of motivational strategies in the classroom. It was executed in Teacher Training and Education Faculty in Maha Saraswati Denpasar, a private university that offers a teacher training program in Bali Island region in the center part of Indonesia. It was specifically done in the English department of the Teacher Training and Education Faculty, in which students are taught English language skills as well as pedagogical skills required to become professional English teachers. Therefore this research is beneficial to the university since it enables lecturers to obtain a better comprehension of which motivational strategies of the students' perspectives are more effective for helping them get an optimal result of foreign language learning, which are most suitable for their own classroom. Further, the results of the study enable lecturers to get a better understanding on the effectiveness of certain motivational strategies once the research questions are asked and analyzed. Additionally, this study is also valuable for university students as well, in the sense that they could reflect on their own teaching practices. In the future, this study will also build on and expand EFL lecturers' awareness on the importance of students' motivation and motivational teaching strategies in this foreign language learning context.

Since 'pure' theories of motivation do not lend themselves to effective classroom application, Dornyei's theory on motivational strategies is used as the basic theory of this study. This is also due the fact that motivating language teaching was about in practice rather than theories.

## **METHOD OF DATA COLLECTION**

In this study, Explanatory design: follow up explanation model was used. First, in the quantitative phase of the study, questionnaires were given to the lecturers and students. Then, qualitative phase was conducted to get a deeper and wider understanding and enrich the quantitative data analysis.

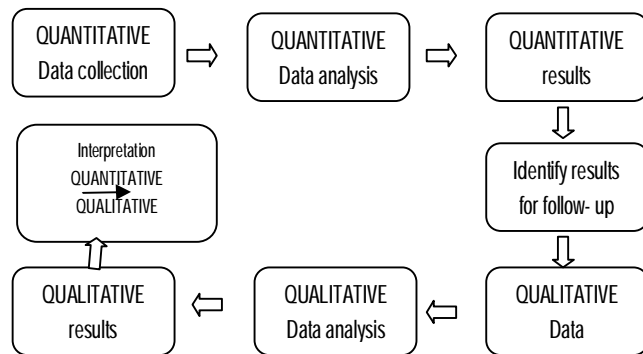


Figure 3.1  
Explanatory Design: Follow-up  
Explanations Model

## FINDINGS AND DISCUSSIONS

The data of this study, which were in the form of students and lecturers' perspectives on motivational strategies, were analyzed descriptively. The findings finally lead us to deeper analysis and discussions. Similarities and differences between both parties' perspectives were theoretically discussed and analyzed.

### Creating the basic motivational conditions

Motivational strategies cannot be employed successfully without any certain precondition (Dornyei, 2001, p.31). Based on his experience, there were three motivational conditions in particular which were indispensable: Appropriate teacher behaviors and a good relationship with the students; a pleasant and supportive classroom atmosphere; a cohesive learner group with appropriate group norms.

The findings of this study show that the dimension of creating basic motivational condition in this study is considered important both for the students ( $X_1 = 4,43$ ) and lecturers ( $X_1 = 4,42$ ). However, in the contrary with the dimension of creating basic motivational condition which is categorized as being important by both students and lecturers, there was a strategy under this dimension which was viewed differently by the students and lecturers. From the students' perspectives, this strategy was found 'so-so' (in total scores 339 from 500) in affecting their motivation, while for the lecturers this

strategy was found important. This was an aspect of motivational strategies characterized by "Regularly used small group task where unmotivated students and motivated students can mix."

Based on Dornyei (2001, p.43), in a group, students share an increase responsibility for achieving the group's goal. They 'pull each other along' and the positive relations among them make the learning process more enjoyable in general".

Students categorize this aspect of motivational strategies as so-so for some reasons: High ranging of ability and motivation level made the unmotivated tend to be more unmotivated. They preferred to be silent, since the whole task could be done by the more motivated and smarter students. Even though the unmotivated had better idea, they would prefer to be silent. In the contrary, the motivated students thought that the unmotivated students make use of the motivated students' ability and often let the motivated students do the whole task, and ironically, the lecturer gave equal points for all of the group members. The other reason was that the dominating students did not give chance to others to take a part, since they thought that their couple or team would just reduce the point of the group.

While, from the lecturers' sight, this aspect of motivational strategies was important (in total scores 25 from 30) because of some reasons: Working in group brought a positive impact towards students' motivation and achievement. Moreover, students tended to listen to their friends better rather than being told by their lecturer. Comment, suggestions from friends would not put students into embracement or anxiety. In other words, it would be more relaxing when the comment came from students to students rather than from the lecturer to students. When the receiver is relaxed, any suggestion for their improvement would easily be understood, and of course arouse their motivation better. The other value was arousing students' motivation to improve their soft skill like self-confident in

giving opinion, communicating, and working in group.

Based on the observations, researcher found that three of the six lecturers preferred to use group work: group presentations, group debates, and group discussions. Lecturers also applied peer correction strategy in which students were asked to give general comments and suggestions toward other groups' performances. From the observation in certain classes, students were enthusiastic and prepared. For example, in the debate classes where lecturer played his role as facilitator since the students had prepared themselves as their role in the class debate competition. After the debates finished, lecturer gave chances to all of the students (in their group) to comment on the groups' performances. Students were so enthusiastic in giving comments and suggestions toward the previous groups' performances. Comments and suggestions resulted in some discussions in the class, where the lecturers became a facilitator and mediator when there were certain conditions or problems unsolved. After the discussions, lecturer gave comments and suggestions on groups and individuals' performances in general by not mentioning name. From the lecturers' comments, students understood what was lacking from their performances and could have remedial for a better mark on the time that has been prepared by the lecturer.

Further in the observations, which were also supported by the interviews, there were some lecturers who did not practice this strategy yet in their classes, since they thought that certain subjects that they taught were not suitable for group work strategy, in which the lecturers' explanations were considered more important. In other words, lecturers did the group work strategy depending on the nature of the subject. When they felt that it was possible to apply it, they would do it. But, if it was unlikely to apply the strategy, they would not execute it. This phenomenon, for example, could be seen in teaching morphology, and grammar I subjects that researcher had observed. The lecturers did not practice the group

work strategy since the lecturers thought that lecturers' explanation were more important.

Regarding what students sensed on the group work strategies in which one or two vocal individuals often dominated the discussions to the point that quieter members' ideas were either unexpressed or largely ignored. In the contrary, the unmotivated students often made use of the motivated ones, where the lecturers gave equal point to the whole group members. Michaelsen, et.al. (1997, p.375) explain that, in the nature of group interaction, under certain conditions, a high percentage of group members would prefer to sit back and let "someone else" work on their behalf. This phenomenon is known as "social loafing". They further state that can be a serious problem in classrooms and workshops because it heavily constrains the interaction necessary for a productive learning environment. Further, if left unchecked, the conditions that produce social loafing can prevent the development of the social fabric that is necessary for effective group learning. More assertive members will inevitably "take charge" and, by doing so, both will reduce the need for additional input and create a sort of a "caste" system in which quieter members often feel that their ideas might not be welcomed. They further identified six forces that were recognized to be the factors that create social loafing. The first three were dealing with the characteristics of the group members: First, some people are naturally resistant to participation (e.g. shy); Second, others prefer to dominate a discussion; Third, people who feel they are lack content knowledge of the task at hand are usually reluctant to speak because they are afraid of being considered incompetent. Two others are especially problematic in newly formed or temporary groups; Fourth, some members are typically more concerned about their own personal image than that of the group; Fifth, they may see themselves as having little to lose if the group fails to perform effectively. Finally, the group task promotes social loafing when it can be completed by one member working alone

or does not requiring members to reach an agreement.

Finally, Michaelsen, et al. (1997, p.394) suggest on the group works problems: First, group activities and assignments can be a highly effective tool for developing both students' mastery of basic conceptual material and their higher-level thinking and problem-solving skills; Second, the problems of social loafing are the result of bad assignments not bad learners; Third, the key to design effective group assignments is to maximize the extent to which the learning task promotes the development of cohesive learning groups; Finally, the single best way to gauge the effectiveness of group assignments is to observe the level of energy that is present when the results of the small group discussions are reported to the class as a whole.

Moreover, Willing 1987 in Harmer (2007 p.43) explains that there are four learning styles for adult students which should also be considered as important in the implementation of group works: First is converges, in which the students, who are by nature solitary, prefer to avoid groups, and who are independent and confident in their own abilities. They are analytic and can impose their own structures on learning, and tend to be cool and pragmatic; second is conformists referring to students who prefer to emphasize learning 'about language' over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms and do what they are told. A classroom of conformists is one which prefers to see well-organized teacher; third is concrete learners, referring to those who are likely conformists, but they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language use and language as communication rather than language as a system. They enjoy games and group work in class; and last is communicative learners, referring to students who are language use oriented. They are comfortable out of class and show a degree of confidence and a willingness to take risks which their colleagues may lack.

They are much more interested in social interaction with other speakers of the language than in the analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.

From the discussion above, conclusions can be sketched. There are some factors that can influence students' motivations and behaviors in doing group work, they are: The characteristics of the group members; the time span of the group formation; the sense of belonging of the group members toward their group; the group tasks; students' learning styles; and students' dominant intelligences.

### **Generating initial motivation**

Based on Dornyei (2001, p.50) so often students' motivation is not automatically there in the teaching and learning process, and it is necessary to put some effort to generate positive students' attitude towards learning even though some basic motivational condition has been created, generating some initial motivation is necessary. The data analysis shows that students find this dimension of generating initial motivation important ( $\chi^2=3.82$ ) in influencing their motivation in teaching and learning process. The same result was also found on the lecturers' perspectives on this dimension, who considered this dimension very important ( $\chi^2=4.70$ ) in teaching and learning process. But, there are some aspects of motivational strategies under this dimension that are viewed differently by the students and lecturers, they are:

The first aspect of motivational strategies is "Lecturers regularly remind students of the accomplishment of the goal." Based on the students' perspectives, this aspect of motivational strategies is considered so-so (in total scores 338 from 500). On the other hand, lecturers categorize this aspect of motivational strategies as 'important' (in total scores 22 from 30)

Brophy (1998 in Dornyei, 2001, p.57) states that "The simplest way to ensure that students expect success is to make sure that they achieve their goal consistently". In the relation with that

statement, Lieb (1991) asserts that adult students are a goal oriented learners. Therefore, he suggests that a goal is necessary in teaching and learning process. In the contrary, Lieb (1991) also states that adult learners are autonomous and self-directed. They need to be free to direct themselves. Therefore, reminding students of the accomplishment of their goal is something necessary that need to be done regularly. However, it is necessary to understand adult learners' characteristic that they are independent learners. So, the lecturers must be mindful on the frequencies of the implementation of this strategy in order to avoid the students' feeling of being treated as children.

The second aspect of motivational strategies that is viewed differently by the students and lecturers is referring to "Lecturers quote positive experience of influential public figures". For the students, this aspect of motivational strategies is categorized as 'so-so' (in the total scores 333 from 500), but the lecturers considered it very important (in total scores 29 from 30).

In the contrary with the lecturers' perspectives that consider this dimension very important, there were found some aspects of motivational strategies under this dimension that were not implemented yet by the lecturers. The first finding was that none of the lecturers quoted positive views on language learning by influential public figures to motivate the students. Based on the interview, some lecturers stated that they sometimes applied this aspect of motivational strategies, usually at the beginning of new chapter of material. Bandura in Lefrancois (2001) asserts that our cognitive and information processing capacities affect our behavior. However, it should be considered that adult learners learn best from the closely related things with their daily life (Lieb, 1991). Therefore, in order to arouse students' motivation, lecturers must be selective in picking quotation, story, and other media that are familiar with the students.

Further, the second finding shows that not all lecturers made sure that the

students received sufficient preparation and assistance before doing a task or a test and not all lecturers gave a clear explanation and examples of the task assigned. That resulted in the different standards of students' performances. In the relation to this point, Dornyei (2001, p.58) assures that success does not depend only on how difficult the task is, but also on how well the learners are prepared for the task. Pre-activities have become standard features in modern language teaching methodologies, and the tasks increase success potential. Therefore, lecturers have to mind the importance of students' readiness through giving sufficient preparations before assigning a task.

Then, the third finding shows that lecturers did not use need analysis techniques to find out their students' needs, goals and interests. So that, the curriculum is not based on students' needs analysis. In this university, the curriculum and the lesson plan were made by certain teams without needs analysis phase. They usually worked at the beginning of the new academic year. The teams of the curriculum and lesson plan construction were not always the teaching team of the lesson plan that had been constructed. Moreover, in practice, the teaching team lecturers did not implement the lesson plan that had been made before by the team. Lecturers usually made their own teaching preparation as long as it is still in line with the curriculum, some made the detailed lesson plan, but most of them did not. Some lecturers were teaching based on the way they used to teach without making any lesson plan.

In the recent years, based on Fatihi (2003), there has been a healthy trend in course design with the focus shifting from teacher-centered to learner-centered activities and in this connection, a lot of credibility is being given to need based courses. In other words need analysis is something crucial in designing a course. He further states that need analysis is a device to know learners' necessities, needs, and lacks in order to develop courses that have a reasonable content for operation in the classroom. Need analysis

is therefore a process for identification and defining valid curriculum, instructional and management objectives in order to facilitate learning in an environment that is closely related to the real life situations of the student. Moreover, Lieb (1991) asserts that adults are relevancy oriented. They must see reason for learning something. Learning has to be applicable to their work or other responsibilities. Therefore, instructors must identify objectives for adult participants before the course begins. This need can be fulfilled by letting participants choose projects that reflect their own interests as what Dornyei (2001) suggests about the importance of doing need analysis before the course begin.

The last finding in this dimension shows that some lecturers still took most of the speaking time and role in the class activities. However, they still involved the students in at least questioning, answering, and giving comments or opinions, even though in a smaller time portions than their speaking time.

The theory of constructivism, as cited in Lie (2008), tells us that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective. Further, it is supported by Zhenhui's (2001) findings which acknowledge that many teachings and learnings in Asian were teacher-centered and usually results in students that are: passive; less autonomy; less critical; less confident; afraid of making mistakes; tended to consider lecturers as God and noted all the things and memorized. Based on Knowles theory of andragogy, which is summarized in Lieb (1991), one of adult learners' characteristics in learning is autonomous and self directed that they need to be free to direct themselves. Therefore, it needs to be ensured that the students must actively involve in the learning process which teachers serve as a facilitator. Lecturers guide students to pursue their own knowledge rather than supplying them with facts.

In line with the discussions above, it can be concluded that both lecturers and students agree that generating initial motivation dimension is important. Therefore, it is necessary to consider about a good implementation of the strategies. However, there are several things that should be maintained in the lecturers' teaching practices for the optimal result of students' motivation. Since there were several strategies in this dimension which were not done yet by the lecturers, it can be suggested that: lecturers must be selective in picking quotation, story, and other media that are familiar with the students; lecturers have to give sufficient preparations and assistances before doing a task; lecturers should do needs analysis to find out about their students' needs, goals and interests, and then build this into curriculum as much as possible; and last, lecturers should implement students-centered learning.

### **Maintaining and protecting motivation**

Dornyei (2001, p.71) vividly states that motivations need to be actively nurtured, since the natural tendency of a learning process is losing sight of the goal, getting tired or bored of the activity and give away to attractive distractions which resulted in the initial motivation gradually pattering out.

The finding of this research shows that both students ( $\chi^2_{III}=3.99$ ) and lecturers ( $\chi^2_{III}=4.54$ ) agree that this dimension of maintaining and protecting motivation is important to be applied in English teaching and learning process for keeping the students' motivation.

Regardless the similarity of students and lecturers' perspectives, it is found that there was an aspect of motivational strategies under this dimension which created different opinions between students and lecturers. This aspect of motivational strategies says that: "Lecturers dismiss language anxiety by removing or reducing the anxiety provoking elements in the learning environment." The students, in this case, categorize this aspect of motivational strategy as 'important' (in the total scores 411 from 500), while the lecturers



categorize it as 'so-so' (in the total scores 20 from 30). In order to avoid language anxiety, Dornyei (2001, p.91) suggests us to consider: social comparisons, competitions, mistakes, tests and assessments.

Based on students' perspectives, this aspect of motivational strategies was considered important because of the following reasons: they could not study in a depressed situation; they like studying in a worry-free environment; English is a foreign language for them and it was so important to make a nice environment and situation of comfortable learning, so that they could study better. They further added, even though the lecturer did their best in teaching, as long as they were not comfort, they would not study well; Anxiety would reduce their focus and concentration; Warming up before studying would reduce their anxiety. They further argued, if it was not done they would study in a depression; if they study in an anxiety situation, their focus would be on their anxiety rather than the material that lecturers delivered, which resulted in a less optimal learning, they affirmed.

Experts agree that anxiety has been shown negatively in influencing second language learning, including achievement (Horwitz, 1986, Young, 1986 in Tomoko et al., 2009, p.43).

On the other hand, lecturers categorize it as 'so-so' because they thought that: the most important factor that affects the students' anxiety is their internal factors not the environment. So, the things that need to be considered were their internal motivation, self confidence, and students' other internal factors; Lecturers affirm if the students have a good internal drive or self motivation and high self confidence, they would neglect the external factors like the environment. Lecturers assume that whatever the external factors might be like, the students would be able to handle it with their internal motivation and self-confident. In the contrary, no matter how good the environment might be for a good learning, without any internal drive or self motivation and self-confident it will be just nothing. Even, there are many students in a bad learning environment who are more

motivated to learn because they know learning is something precious, rather than those who are in a good learning environment that they are often unmotivated well to learn. Further, some lecturers also assured that nothing from the university's environments and lecturers would put students into anxiety.

From the lecturers' opinions above, it can be analyzed that lecturers have a limited understanding towards foreign language learning anxiety, which is based on Horwitz and Gardner, et al in Brown (2000, p.150) there are three components of foreign language anxiety: communication apprehension arising from learners' inability to adequately express mature thoughts and ideas; fear of negative social evaluation which arising from learners' need to make a positive social impression on others; and test anxiety or apprehension on academic evaluation. Dornyei (2001, p.91) asserts that anxiety could appear in: social comparisons; competitions; mistakes; tests and assessments situation.

Further, from the observation, it was found that some lecturers were still gave direct corrections towards students' mistakes, for example: misspelling in the presentation, miss explanation in which according to Dornyei (2001), mistakes should be something natural as a part of learning. Therefore it was not necessary to evaluate every single mistake that the student made, which resulted in the students' anxiety, breaking their focus on the presentation, failing in explaining the intended explanation because the lecturer was more focused to the spelling rather than the content of the presentation. Further, Edge in Harmer (2007, p.99) suggests that correcting students depend on the kind of mistakes students made. He categorizes mistakes into three categories: slips, that is mistakes which students can correct themselves once the mistake has been pointed out to them; errors, mistakes that they cannot correct themselves and which therefore need explanations; and attempts, that is when student try to say something but does not yet know the correct way of saying it. He further suggests when responding to errors,

teacher should be seen it as providing feedback, helping the reshaping process rather than telling students off because they are wrong.

The other finding was related to the fact that there were some lecturers who did not only gave direct corrections, but also made social comparison by comparing successful and unsuccessful learners by means of displaying selected papers and achievements on lecturers' personal web, and declaring the best team of certain assigned task or group task. According to Dornyei's opinion (2001, p.91), social comparison, even in its suitable forms should be avoided; the learners' confident should be built in their learning abilities by teaching them various learning strategies.

Moreover, based on constructivists views (Maslow, 1962, Rogers, 1982 in Lie, 2008, p.5) teaching and learning process should be emphasized on the process rather than the result. Since everybody must have their own potential. The paradigm of classifying students into rank might neglected the students' effort in the process of achieving certain goal.

### **Encouraging positive evaluation**

It is a characteristic of humans to spend a great deal of time looking back, evaluating what they have done and how well it went, while trying to draw lessons for the future. That was the way past became closely tied to the future and very important aspects of motivating learners. It helped them deal with their past and a way which will promote rather than hinder their future efforts (Dornyei, 2001, p.117).

The findings of this study show that both lecturers ( $\chi^2V=3,61$ ) and students ( $\chi^2V=4,40$ ) categorize the dimension of encouraging positive evaluation as 'important'. But, there are some aspect of motivational strategies under this dimension that are viewed differently by the students and lecturers, they are:

The first aspect of motivational strategies is "Lecturers Encourage learners to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability". This aspect of motivational strategies is

rooted from attribution theory. The term 'attribution' has been used in psychology to refer to the explanations people offer about why they were successful, or more importantly, why they failed in the past (Lefrancois, 2000, p.427).

Researchers found that attribution plays an important role when people start planning their future actions, in the sense that what students typically attribute to their success and failures were: ability, effort, task difficulty, luck, mood, family background, help or hindrance from others. Attribution theory offers people a framework that can help them to interpret students' claims like 'I am too stupid, I cannot do it, ...' and by understanding what was behind such claims teacher or lecturer might start changing the negative attitudes (Graham, 1994 in Dornyei, 2001, p.118). However, this aspect of motivational strategies is considered not important (in total scores 324 from 500) by the students, but it is categorized as 'important' (in total scores 24 from 30) by the lectures. On students' perspectives, encouraging them to explain their failures by the lack of effort and appropriate strategies applied rather than by their insufficient ability is considered not important because students thought that when they felt down, all they need was a solution of how they could get better. Moreover, students sensed this strategy as a judgment, when they felt down they stated that they need supports, solutions, examples and other chances not a judgment like 'this failure is because you did not work hard' or anything else. Further, students thought that finding reasons of their failure would put them in the corner and even down, moreover if there is no solution for the problem.

On the other hands, for the lecturers, this strategy is considered important because they thought that in a learning process, feedback is something necessary, for example: giving some notes in students' work or did general feedback in the class; labeling students as stupid will knock them down and make all lecturers' previous effort in motivating them being something useless. Labeling students as being stupid will only ruin

everything that lecturers have built, in this case the students' motivation. Nobody wants to be labeled as being stupid. No one in this world ever fails, unless they never try. So, for the lecturers failure is something natural. Therefore the lecturers suggest that assuring the students to realize if they can do the task when they afford it to the limit is something important.

Further, based on the observation, it was found that no lecturers considered students as being stupid, lectures gave students feedback through giving general correction or feedback not specifically mention which students were lacking and which students were not. There were some lecturers giving general feedback on students' performances, they even gave some remedial for the students to improve their grade. However, none of the lecturers implemented any strategy based on attribution theory.

From the students and lecturers' statements and the observations, it could be understood that lecturers did not understand about attribution theory and thought it was the same as feedback. It affected the students' understanding about the attribution theory. Further, based on the observation some lecturers gave comments, feedbacks and evaluations on students' performances, which show that there was no practice of attribution theory in the teaching and learning process.

It was ironic since attribution theory is important as is stated by Lefrancois (2000, p.430-434) that the implication of attribution theory for understanding students' behavior becomes clearer when they are considered to have a relation to achievement motivation. This idea is proven by McClland et al (1953 in Lefrancois, 2000, p.430) in which it is stated that some individuals behave as though they had a strong need to achieve, to be successful, to reach some standard of excellence; while the other behave as though they were more afraid of failing than desirous of success. Further, in the classroom applications, attribution helps students to be internally oriented, that internally oriented individuals typically manifest higher achievement motivation and set themselves more realistic goals.

So, lecturers should understand this in order to remove students' negative belief on their success or failure in order to have better motivation for the better achievement.

The second aspect of motivational strategies that are viewed differently by the students and lecturers is referring to "Lecturers monitor students' accomplishments and progress, and take time to celebrate any victory." According to Dornyei (2001, p.126) in an ideal world, students would need no external incentives such as rewards because they would be driven by their inborn curiosity and they enjoy what they gain from the learning process itself. However, lecturers and students are not living (or at least teaching) in an ideal world. In fact, many classrooms are becoming less and less ideal. This is being the case in which noticing students' personal milestone, rewarding and celebrating can constitute powerful motivational tools which would be a real luxury to ignore.

However, in this research finding there was found contradictory fact. For the students, this aspect of motivational strategies is considered less important (in total scores 260 from 500), because for the students monitoring is necessary in a good portion but not always, because when the lecturers pay too much attention on the students it will make them uncomfortable, nervous and depressed. Further, doing celebration was also considered as something which is not necessary, since learning is a long lasting process and celebration is something which is too easy to be given. That could make them too proud or feel enough on their achievement, and that is not good for their improvement in which appreciating probably more appropriate. Celebration sometimes could be done in general and annually, for example in the university anniversary. There should be an announcement about best students or students that won any competition and had in certain achievement; some students believed themselves not as a kind of person who usually does well and behaves nicely. So, they considered observation is their enemy and they were

pessimistic to get any celebration, since they had no achievement.

In line with the students' opinion, this strategy is considered so-so (in total scores 18 from 30) by the lecturers. Lecturers state that monitoring students' progress was an ongoing process and everyday process. Further, rewarding or celebrating was also important. However, they thought that it is necessary to think on the frequencies of implementing that strategy, especially in doing celebration. Lecturers stated that they should consider the budget, and the 'special' effect. Celebration and rewarding would not be something special when it is done too often. Sometimes it is good but when it is so often there will be no longer a 'special' effect that could arouse students' motivation. On the other versions, lecturers thought that adult learners were not kiddies that need celebration in any successfulness. To be motivated they have their own way, appreciation would be just enough rather than a celebration.

Further, from the observation it was found that lecturers were increasing learners' satisfaction, through monitoring students' accomplishments and progress, but only few taking time to celebrate any victory, almost all of the lecturers celebrated the victory through giving appraisal or giving applause. Based on the interview, lecturers stated that the celebrations for the students were done on certain occasions like the university anniversary.

It is suggested by Lefrancois (2000, p.405) that those who are extrinsically motivated engage in behaviors for the external rewards they expect to follow. As Stipek in Lefrancois (2000, p.416) states the most powerful reinforces for students are stimuli such as praise, but the effectiveness of these stimuli clearly depends on the students' interpretations of the teachers' behavior. Praise is a complex event that says not only 'you have done well' but also 'you have behaved in a socially approved manner'. Praise gives students fundamentally important information with which to build their notions of self. Therefore, praising needs to say things about how worthwhile

and competent one-self is, and, it should be fundamentally important concept for human motivation. On the other hand, we also need to concern the students' opinion saying that when lecturers pay too much attention on the students it will make them uncomfortable, nervous and depressed.

The last aspect of motivational strategies that creates different perspectives for students and lecturers is "Lecturers regularly include task that involve the public display of students' skill". This aspect of motivational strategies includes tasks which involve the public display or performance of the outcome, such as role-play activities or the making of a visual product allowing students automatically to share and to publicly display their projects and skills. And few things are more satisfying than public attention and recognition (Dornyei, 2001, p.126).

Students consider this strategy less important (in total scores 258 from 500) because they sense that public display was good, but often they were not confident to make a public display. They kept on obsessing to do their best for the display, but often they felt that was not good enough for a public display which resulted in their stressfulness. Further, students believed that a class project was not a level that is necessary to be displayed. For them, something that deserves to be displayed is something that is useful for the public in the form of a good product, for example: book, high technology teaching media, etc. While, making a short essay as what students did recently was sensed as not eligible for a public display by the students. Further, some students thought that publication was something big and scary. Most of the students were not confident with their work, whether it would be good enough to be displayed in front of the public or not; some students also thought that a public display was too complicated for a single course subject. Since they were sure that public display would seize their time not only in the university but also at home, and that would be a trouble for part-time students since they had to go to work after the study.

In the contrary, most of the lecturers consider this strategy important (in total scores 22 from 30) because based on their experiences in some classes, taken as example in "advance writing" class, the students were assigned to make wall magazines, and banner. They enthusiastically created their best articles to be published. Further, based on the observation, it was found that none of the lecturers included task that involved the public display of students' skill in the large scope, for example in the scope of all campus members. But there were some lecturers that involved the public display of students' skill in a small scope of the class members through storytelling, delivering speech, debating, doing presentation, and leading discussion. Moreover, based on the interview it was found that some lecturers did not apply the strategy because they felt this strategy was not appropriate to be applied in the subject that they taught, for example in morphology class, grammar class; some other lecturers also was not confident to make a big scope of public display because they thought that the material were not good enough to be published, like writing I, when the students were only assigned to create a paragraph. Lecturers thought that paragraph would not be good enough to be published. Alternatively, the lecturers only published one of the students' best works into lecturers' personal blog.

From the finding above, it can be understood that lecturers and students assumed that "public display" were dealing with certain product which was big and should be valuable for many people. Therefore, both students and lecturers believe that "public display of students' skills" was a big project with a heavy workload which must at least achieve the standard of valuable products for the public to be displayed, for example like wall magazines. Those made them unrealized that they actually have done the public display of students' skill even though in the smaller scope like: role plays, storytelling, speech performances, or simply presentations on certain materials.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

From the research findings and discussions, conclusions could be drawn that generally students and lecturers consider the motivational strategies proposed by Dornyei (2001) important to be applied in English foreign language teaching and learning activities. However, there were some strategies under certain dimensions that were viewed differently by both parties for some reasons. Moreover, based on the observations, there were found some strategies that were not applied yet by the lecturers for some reasons: lecturers felt that the strategies did not match their teaching subject; lecturers did not have any knowledge on the strategies; and lecturers did not feel that the strategies are important to be applied.

### Suggestions

Learner autonomy, as cited in Dornyei (2001, p.102) is preparing learners to succeed in spite of the education learners' receive in which there are some evidences that learners who are able to learn independently may gain greater proficiency. Therefore, it is suggested to the students, which, in this case, are adult learners, to increase their learning autonomy in learning as an individual or learning as a group and free themselves to choose the best way they were motivated best to increase their motivation and learning achievement.

These findings also raise implications for lecturers' practice. Therefore, there is clearly room for other researchers to do similar research in this respect. Moreover, it will be needed to confirm the effectiveness of those teaching strategies in other contexts and to link the teaching strategies to students' achievement. In addition, it would also be useful to know whether there are certain culturally or contextually teaching strategies in teaching English as a foreign language that cannot be applied to other contexts.

To the readers, they are expected to be aware of the context of any research of motivation since the findings and the

proposed motivational teaching strategies may not be suitable for all ESL/EFL teaching and learning situations.

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